



## Mt Pisgah Elementary

5160 Mt. Pisgah Road  
Kershaw, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	132 Students	
<b>Principal</b>	Duane Pate	803-475-6791
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	Joseph Dorton, Jr.	803-408-2433

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	Below Average
2006	Good	Below Average
2005	Average	At-Risk
2004	Good	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

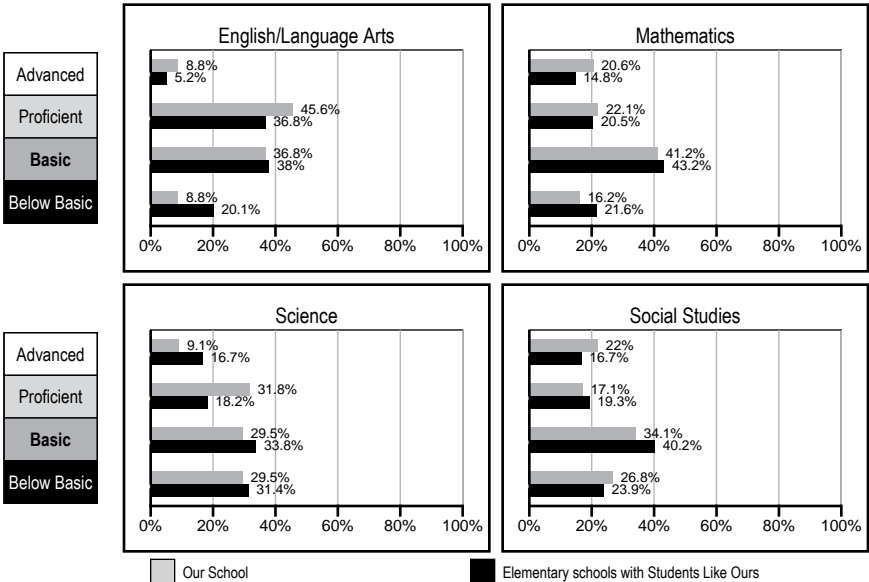
94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	7	65	22	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=132)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 0.8%	2.9%	2.3%
Attendance rate	96.3%	Up from 96.2%	96.2%	96.3%
Eligible for gifted and talented	15.2%	Down from 16.9%	9.7%	10.4%
With disabilities other than speech	2.9%	Down from 5.4%	8.6%	7.5%
Older than usual for grade	0.9%	Up from 0.0%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=10)</b>				
Teachers with advanced degrees	70.0%	Down from 72.7%	58.1%	56.7%
Continuing contract teachers	90.0%	Down from 90.9%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.1%	Down from 95.8%	87.4%	86.4%
Teacher attendance rate	95.7%	Down from 97.8%	94.7%	94.9%
Average teacher salary	\$51,901	Up 3.7%	\$45,421	\$45,345
Professional development days/teacher	28.5 days	Down from 28.8 days	12.6 days	12.6 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	89.5%	Down from 92.2%	89.4%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,689	Down 3.7%	\$6,895	\$7,052
Percent of expenditures for instruction*	63.7%	No Change	68.7%	69.1%
Percent of expenditures for teacher salaries*	60.8%	Up from 60.7%	65.0%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

Mt. Pisgah Elementary School had many successes during the 2007-2008 school year. Our Media Center, which has a collection of 6,263 titles, circulated 21,161 books this school year. We have 49.31 books per child for our 130 students. We have fully-operational Reading Renaissance, Math Renaissance, Perfect Copy, and Success Maker programs incorporated in our curriculum. Our students passed 15,827 Accelerated Reader tests with an average of 91.5% correct. We had a Veterans Day Celebration for over 50 community veterans, and students provided the entertainment while community churches provided the food. We started a tutoring program called Pisgah Pals, where community members came in and read to students. Pisgah Partners, our outreach business partners, provided funds to purchase supplies for our Pisgah Pals. Each classroom teacher has a laptop computer to use at school and home.

Our staff development opportunities included training in MAP, Science Kit usage, and Differentiated Instruction. Our Media Specialist is the current President of SCASL. Our Curriculum Coach is a certified Ruby Payne Framework for Poverty instructor. We have a Science Lab that serves all students. This spring, our school received recognition from the Education Oversight Committee for Closing the Achievement Gap for traditionally underachieving students. We were also 1 of 66 schools in South Carolina to be named as a Red Carpet School.

Our School Improvement Council (SIC) and PTO remain very active and continue to support all academic programs within our school.

Mt. Pisgah Elementary School is a thriving school in a loving and caring community, and our students, parents, and staff are dedicated to continuing our successes.

Duane Pate, Principal  
Jill Dixon, SIC chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	21	18
Percent satisfied with learning environment	100.0%	95.2%	100.0%
Percent satisfied with social and physical environment	100.0%	95.2%	100.0%
Percent satisfied with school-home relations	100.0%	85.7%	88.9%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	74	100	8.8	36.8	45.6	8.8	66.2	53	48.2	Yes	Yes
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Gender

Male	37	100	11.8	29.4	50	8.8	64.7	46.4	41.7	N/A	N/A
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Female	37	100	5.9	44.1	41.2	8.8	67.6	59.9	55	N/A	N/A
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Racial/Ethnic Group

White	61	100	5.3	33.3	50.9	10.5	73.7	61	60	Yes	Yes
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African American	11	100	22.2	55.6	22.2	0	33.3	35.3	31.7	I/S	I/S
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.9	70.4	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	19.4	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	29.8	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	38	100	11.4	45.7	40	2.9	54.3	37.9	34	I/S	I/S
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	74	100	16.2	41.2	22.1	20.6	54.4	50.4	45.8	Yes	Yes
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Gender

Male	37	100	17.6	26.5	32.4	23.5	64.7	50.6	45.6	N/A	N/A
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Female	37	100	14.7	55.9	11.8	17.6	44.1	50.2	45.9	N/A	N/A
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Racial/Ethnic Group

White	61	100	10.5	42.1	24.6	22.8	61.4	59	59	Yes	Yes
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African American	11	100	44.4	33.3	11.1	11.1	22.2	31.3	26.9	I/S	I/S
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	71.3	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	39.6	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	21.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	32.7	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	38	100	20	51.4	17.1	11.4	40	35.8	31.4	I/S	I/S
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\* Adj - Adjusted to account for natural variation in performance.

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	48	100	29.5	29.5	31.8	9.1	40.9	41.7	35.7	96.3	95.8
Gender											
Male	25	100	30.4	30.4	30.4	8.7	39.1	45	37.4	96.3	95.6
Female	23	100	28.6	28.6	33.3	9.5	42.9	38.2	33.8	96.4	95.9
Racial/Ethnic Group											
White	38	100	17.1	34.3	37.1	11.4	48.6	50.7	49.2	96.4	95.5
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	22.7	17	96.1	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.3	58	N/A	96.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	93.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.2
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	19.5	14	95.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	15.5	24.4	93.9	96.7
Socio-Economic Status											
Subsided meals	23	100	45.5	31.8	22.7	0	22.7	26.8	21.1	95.8	95.2

Social Studies

All Students	46	100	26.8	34.1	17.1	22	39	34.5	34	96.3	95.8
Gender											
Male	24	100	19	33.3	14.3	33.3	47.6	38.2	36.6	96.3	95.6
Female	22	100	35	35	20	10	30	30.6	31.3	96.4	95.9
Racial/Ethnic Group											
White	39	100	25	33.3	19.4	22.2	41.7	41.4	44.5	96.4	95.5
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	19.8	19.1	96.1	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	93.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.2
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	13.1	14.4	95.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	12.9	27.3	93.9	96.7
Socio-Economic Status											
Subsided meals	26	100	34.8	43.5	13	8.7	21.7	20.4	21	95.8	95.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	19	100	5.6	27.8	61.1	5.6	66.7
	4	19	100	5.6	55.6	38.9	0	38.9
	5	20	100	20	50	25	5	30
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	6.7	20	56.7	16.7	73.3
	4	20	100	11.8	52.9	35.3	0	35.3
	5	23	100	9.5	47.6	38.1	4.8	42.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	19	100	5.6	72.2	22.2	0	22.2
	4	19	100	11.1	38.9	22.2	27.8	50
	5	20	100	25	40	20	15	35
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	13.3	36.7	26.7	23.3	50
	4	20	100	23.5	58.8	5.9	11.8	17.6
	5	23	100	14.3	33.3	28.6	23.8	52.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	19	100	22.2	44.4	27.8	5.6	33.3
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	16	100	18.8	18.8	50	12.5	62.5
	4	20	100	35.3	35.3	29.4	0	29.4
	5	12	100	36.4	36.4	9.1	18.2	27.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	19	100	16.7	50	27.8	5.6	33.3
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	15	100	14.3	21.4	28.6	35.7	64.3
	4	20	100	41.2	41.2	11.8	5.9	17.6
	5	11	100	20	40	10	30	40
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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